



## Information about the subject

**Degree:** Bachelor of Arts Degree in Primary School Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1162032 **Name:** Development and assessment of capabilities, motor skills and body expression

**Credits:** 6,00 **ECTS Year:** 3, 4 **Semester:** 1

**Module:** Qualifying Mention in Physical Education

**Subject Matter:** Specialization in Physical Education **Type:** Elective

**Field of knowledge:** Social and legal sciences

**Department:** Teaching and Learning of Physical Education, Plastic Arts, and Music

**Type of learning:** Classroom-based learning / Online

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

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## Module organization

### Qualifying Mention in Physical Education

Subject Matter	ECTS	Subject	ECTS	Year/semester
Specialization in Physical Education	6,00	Development and assessment of capabilities, motor skills and body expression	6,00	3, 4/1
Biological and physiological bases of movement	6,00	Biological and physiological bases of movement and physical abilities	6,00	0, 3, 4/2
The Didactics of Physical Education	6,00	Didactics and planning of physical education I	6,00	0, 4/2
Games and sports	6,00	Individual and group sports and games	6,00	0, 4/2
Physical activity and health	6,00	Treatment of physical activity, health and special educational needs	6,00	0, 4/2

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The students demonstrate knowledge of the structure and function of the human body through a written test and/or practical case solving and/or oral presentation.
- R2 El alumnado diseña unidades de programación, de manera individual o grupal, teniendo en cuenta el componente cuantitativo del movimiento, expresado mediante las capacidades físicas básicas.
- R3 El alumnado expone un caso teórico-práctico que demuestra el dominio de los contenidos teórico-prácticos de la asignatura, así como de la gestión y dinámica de grupos.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.			X	
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.			X	
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.				X
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.				X
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.		X		
SPECIFIC		Weighting			
		1	2	3	4
EEF1	Understand and value the principles that contribute to cultural, personal and social education through Physical Education.				X
EEF2	Master the school curriculum of Physical Education.				X
EEF3	Acquire and know how to apply resources to promote lifelong participation in sporting activities in and out of school.				X



EEF4	Develop and assess curriculum content through appropriate teaching resources and promote the corresponding competences in students.				X
EEF5	To know and master the fundamentals of psychomotor development, perceptual-motor skills, basic skills and body expression, to know how to use play as a didactic resource and as teaching content.				X
EEF8	To know the aspects that relate physical activity to leisure and recreation in order to establish the basis for the use of free time: theatre, dance, sports, outings, etc.				X
EEF13	To relate physical activity to the different areas that make up the primary school curriculum, focusing on the development of creativity and the different expressive-communicative manifestations.				X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3	40,00%	Written tests: Objective tests with short and extended responses.

### Observations

The **EVALUATION TESTS** will be as follows:

- Practical presentation (10%)
- Completion of a written work on a Learning Situation (20%).
- Completion of a portfolio of autonomous work in the classroom (10%)
- Completion of a dossier of sessions (20%)
- Multiple-choice exam (40%)

The evaluation includes several well-differentiated instruments. The final grade will be the weighted average of the results obtained in each of them, as long as all have passed with a grade of at least 5.

All works will have execution and due dates.

All oral and written production of students will be evaluated at the formal level according to the document "Level C1 (Common European Framework of Reference for Languages) in the Teaching Degrees in Early Childhood and Primary Education".

The defenses of the practical assumptions could be recorded in video format

### Criteria for granting a grade of A with honors:



The grade can be granted to those students who have attained a grade of 9,5 (1 per 20 students). In case of two identical marks, it will be taken into consideration the results in the other assessment tools in order of percentage.

**Single evaluation:** Exceptionally, those students who, with justified and proven situations, cannot carry out to the continuous evaluation system and request it **within the first month of each semester** to their professor, might be eligible for this evaluation system. In this case, the evaluation will be as follows: - **60%**. Solution of practical cases: Execution tests of real and/or simulated tasks and oral presentation of group and individual work (oral, written, individual, group). Oral tests (individual, group, presentation of topics-works). - **40%**. Written tests: short-answer objective tests, developmental.

### CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Participatory Master Class
- M2 Case Study
- M3 Project-based Learning
- M6 Problem-based Learning
- M7 Cooperative/Collaborative Work



M9 Group and Individual Tutoring

M10 Individual Tutoring



## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical Class M1, M7	R1, R2, R3	20,00	0,80
Practical Class M2, M6, M7	R1, R2, R3	35,00	1,40
Tutoring M9, M10	R1, R2, R3	2,00	0,08
Evaluation M2, M7	R1, R2, R3	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M2, M6, M7	R1, R2, R3	60,00	2,40
Individual work M2, M6, M7	R1, R2, R3	30,00	1,20
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>

## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual tutoring (e-learning mode)		60,00	2,40
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>





## ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work		90,00	3,60
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1st UNIT: PERCEPTIVE-MOTOR CAPACITIES AND BASIC MOTOR ABILITIES	<p><b>1st ITEM. Capacities, abilities, skills and tasks.</b></p> <ul style="list-style-type: none"><li>1.1.1. Differences between abilities, skills, capacities and tasks.</li><li>2.1.2. Interaction between motor capacities and abilities.</li><li>3.1.3. Evolution of capacities, abilities and skills.</li><li>4.1.4. Motor tasks analysis.</li></ul> <p><b>2nd ITEM. Resources for action</b></p> <ul style="list-style-type: none"><li>1.2.1. Conceptualization, material, spatial and didactic resources</li><li>2.2.2. Playgrounds</li></ul> <p><b>3rd ITEM. Body awareness</b></p> <ul style="list-style-type: none"><li>1.3.1. Body schema</li><li>2.3.2. Body awareness</li><li>3.3.3. Laterality</li><li>4.3.4. Attitude</li><li>5.3.5. Breathing</li><li>6.3.6. Relaxing</li></ul> <p><b>4th ITEM. Spatiotemporal perception</b></p> <ul style="list-style-type: none"><li>1.4.1. Spaciality</li><li>2.4.2. Temporality</li></ul> <p><b>5th ITEM. Basic motor abilities</b></p> <ul style="list-style-type: none"><li>1.5.1. Locomotive abilities</li><li>2.5.2. Manipulative abilities</li><li>3.5.3. Stability abilities</li></ul> <p><b>6th ITEM. Coordination</b></p> <ul style="list-style-type: none"><li>1.6.1. Types of coordination</li><li>2.6.2. Resources for the development of coordination</li></ul>



2nd UNIT: EXPRESSIVE ABILITIES IN  
THE PRIMARY EDUCATION  
CURRICULUM

### 7th ITEM. BODY LANGUAGE

- 1.7.1. Conceptualization of body language
- 2.7.2. Origin and evolution of body language
- 3.7.3. Educational goals
- 4.7.4. Body language and spatiotemporal relation
- 5.7.5. Body awareness
- 6.7.6. Body language games
- 7.7.7. Rhythm
- 8.7.8. Dramatization
- 9.7.9. Improvisation
- 10.7.10. Body language disciplines

Temporary organization of learning:

Block of content	Number of sessions	Hours
1st UNIT: PERCEPTIVE-MOTOR CAPACITIES AND BASIC MOTOR ABILITIES	20,00	40,00
2nd UNIT: EXPRESSIVE ABILITIES IN THE PRIMARY EDUCATION CURRICULUM	10,00	20,00



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